

UC San Diego

Presentations and Posters

Title

Tell Us How UC It: Thinking Critically through a Living Archive for Student Activism

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Author

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Tell Us How UC It:

Thinking Critically through a
Living Archive for Student Activism

Tamara Rhodes & Cristela GarcíaSpitz
UC San Diego Library
October 4, 2019

Allie Pai, "Reach," *Tell Us How UC It: A Living Archive*
<https://library.ucsd.edu/tellushowucit/items/show/1953>.

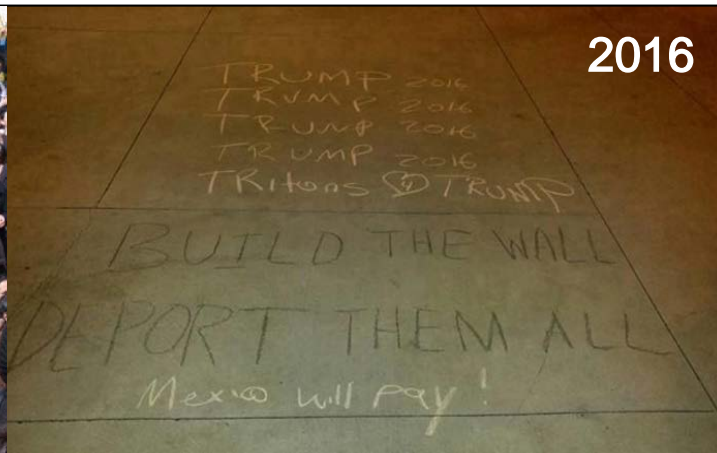


Description of "Reach"

The hands represent the community of UCSD and the impressions I have of UCSD..There are hands reaching out in a friendly, welcoming way; there are closed fists; there are hands pointing at me, to exert pressure or to accuse. The hands are full of color, showing the diversity of the people I have encountered. Their colors blend together.



Our Story: Project Overview



Living Archive Idea:

Rhodes, T. (2014). A living, breathing revolution: How libraries can use 'living archives' to support, engage, and document social movements. *IFLA*, 40(1)5-10



Photo by Sarah Bassiouni 2018



Core Working Group • Job Title • Project Role

Cristela Garcia-Spitz • Digital Initiatives Librarian • Archives & Digital Infrastructure Advisor

Gayatri Singh • Reference & Information Services Coordinator • Liaison Advisor & Coordinator

Tamara Rhodes • Social Sciences Liaison • Project Manager & Designer

Rachel Myers • Library Assistant • Researcher & Copyeditor


Other collaborators: Liaison to campus community centers • Rights Analyst • Library IT Services
• Special Collections & Archives • Campus activists & other community members


Call for Submissions

- Library Blog
- Jotform + Dropbox

These reoccurring events affect ALL students, underrepresented or not, and demonstrate the need for a conversation about student experiences related to the campus climate at UC San Diego.


Submission Details


Title of Submission 

Medium 

Dimensions (if applicable)

Duration (if applicable)

Brief bio (maximum 50 words) 

Description/motivation of the artwork (maximum 100 words) 



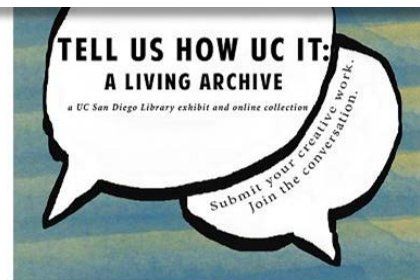
Tell Us How UC It: A Living Archive

"In early February 2010, members of a UC San Diego fraternity held an off-campus party mocking Black History Month. Later that same month at UC San Diego, a noose was discovered in the Geisel Library at the university."

– Campus Climate Project Final Report, March 2014

Most recently, on April 2016, "pro-Trump and anti-Mexican graffiti was seen chalked across Library Walk, campus residential areas and outside the Raza Resource Centro."

– Triton News, April 9, 2016



These reoccurring events affect ALL students, underrepresented or not, and demonstrate the need for a conversation about student experiences related to the campus climate at UC San Diego.

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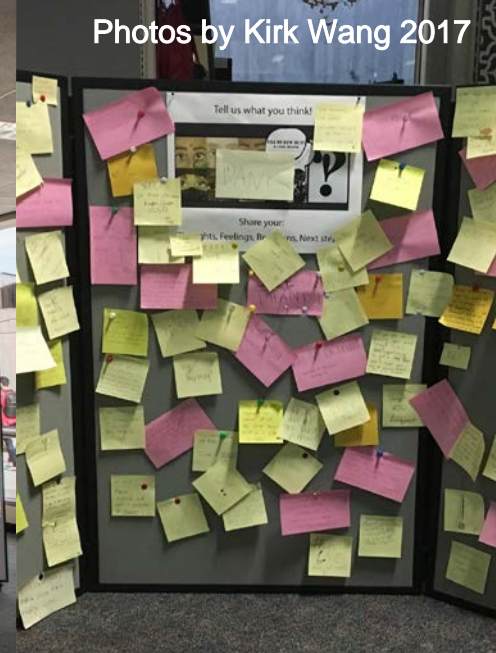
A living archive is a collection of materials presented in a way that allows for the expression, exhibition, documentation, and preservation of a sentiment or movement in a particular community. This type of "archiving" is living because it is constantly updated with the current climate and consists of all manner of



**Historical
Narrative**



**Current Reflections:
Student Perspectives**



**Real-time
Feedback**

Timeline for Initial 2017 Exhibit

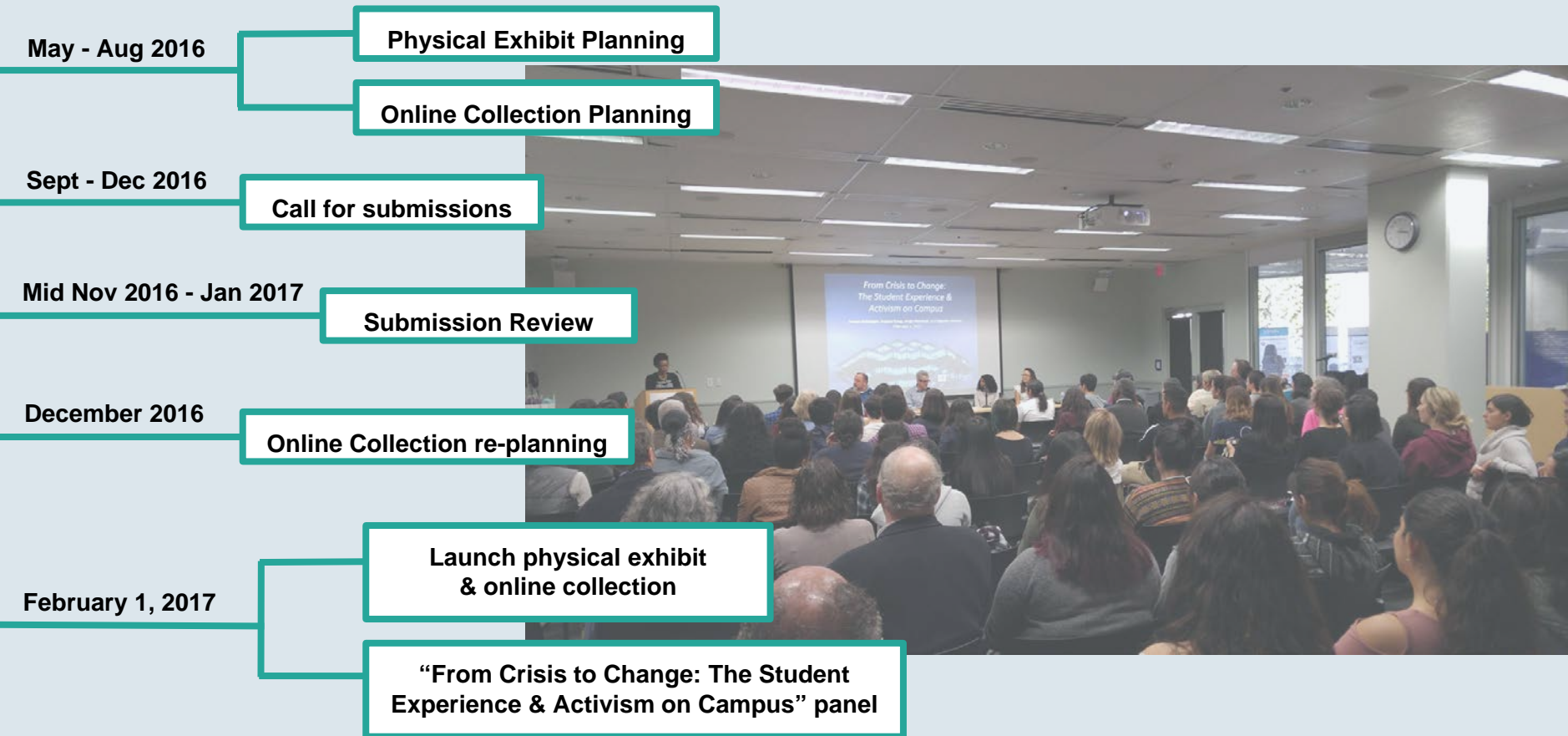




Photo by Kiki Wang



"They"

By Cleo Nettles

They try to place me in a box
 They try to tell me their thoughts
 They try to get me to see it their way
 They try to tell me what to say
 They try to make me less than,
 But not by words, but by
 Passive aggressive acts, man.
 They scream Trump this, Trump that
 Trying to go back to wearing KKK hats
 They don't want brown
 They don't want black
 They don't want anything that's not...
 Never mind, scratch that.
 They remind me that I am not like them,
 They write it in chalk as if I actually care about, them.
 Black, Brown, Yellow, Green
 No matter what you say your words don't have mean-ing
 You can try to be passive
 You can try to make me quit
 But we ARE the majority
 And ya'll ain't s**t



Tell Us How UC It: A Living Archive

Browse Exhibits Browse Items Browse Collections

Previous Item Next Item

UC ME SEEING IT

Title
UC Me Seeing It

Subject
Ruoyu (Lulu) Li is a studio art minor student at UCSD. Majoring in Biochemistry and being involved in the scientific research, her works show a strong desire to experiment variety of materials and incorporates both art and STEM aspects. Collage and mixed media are the two art forms in which she finds fascinating and satisfying doing.

Description
After spending almost four years studying and living at UCSD, Lulu Li indented to capture all the architectural highlights on campus in this piece. Most of them are recognizable Stuart Collection such as Hawkinson Bear, Fallen Star, and Sun God. She also conveys a subtle message responding to the anti-Mexican immigrant graffiti that was unfortunately found on campus by including image of César Chávez, a civil rights activist leader, which was originally from the Peterson Hall mural.

Creator
Ruoyu (Lulu) Li

Date
2016-11-30

Files

Collection
Student Perspectives

Citation
Ruoyu (Lulu) Li, "UC Me Seeing It," Tell Us How UC It: A Living Archive, accessed April 26, 2019, <https://library.ucsd.edu/tellushowuci/items/show/2087>.



Considering Context

Tell Us How UC It: A Living Archive

AN INTERPRETATION OF ETHNIC UNITY AT THE UNIVERSITY OF CALIFORNIA, SAN DIEGO

Title: An Interpretation of Ethnic Unity at the University of California, San Diego

Subject: I am an Indian American who was born in San Jose, California. Raised in a relatively diverse and accepting community, I have been so content with the harsh existence of ethnic stereotypes that affect many communities across the nation. Therefore, I plan to dedicate my time to help individuals that are harassed by the existence of ethnic segregation.

Description: This artwork is inspired by a digital long-view counting strategy used at UCSD, which addresses the segregation of the Asian American student population here on campus. An adaptation of a digital project documenting the 2015 anti-gay rally held on the UCSD campus, my subsequent exploration for the label "Asian" reflects the current concept of the countering population, as perceived by a long-view and wide.

Creator: Anonymous

Files: [Image of a pie chart]

Collection: [Text: Student Transparencies]

Citation: Anonymous, "An Interpretation of Ethnic Unity at the University of California, San Diego," 2015. UCSD Digital Library. Available from the UCSD Digital Library. https://www.digitallibrary.ucsd.edu/handle/10150/1015010

An Interpretation of Ethnic Unity at the University of California, San Diego

Statistics Source: UC San Diego

Category	Percentage
Commonwealth Category for Majority of Students	42%
Hispanic	9%
African American	2%
Undeclared	1%
Caucasian	21%
Native American	0%
Latino	3%
Mexican American	13%

Omeka

PROJECT STAND

STUDENT ACTIVISM NOW DOCUMENTED

HOME ABOUT BLOG INSTITUTIONS COLLECTIONS JOIN US MEETINGS STAND DIGITAL LIBRARY SYMPOSIUMS

Join Us

Interested in joining Project Stand? Please submit some information about your institution's collection.

Project STAND
(STudent Activism Now Documented)

DIGITAL COLLECTIONS

UC San Diego

Home About Browse By Help Sign In The Library

Search...

Or browse by Collection, Criteria, Format, or Topic

The Digital Collections website gathers two categories of content managed by the UC San Diego Library

UC San Diego Library Digital Collections

CALISPHERE

Connecting Institutions Collections Exhibitions

The deeper you look, the more you'll discover.

Search the collections

Calisphere is a gateway to digital collections from California's great libraries, archives, and museums. Discover over 750,000 images, texts, and recordings—and counting.

Calisphere

DPLA

Exhibitions

A Wealth of Knowledge

Explore by Place

Apps

News

Digital Public Library of America



A LIVING ARCHIVE

FOR STUDENT ACTIVISM AT UC SAN DIEGO

HOME

OUR STORY

OTHER PROJECTS

To foster and contextualize conversations regarding incidents targeting specific underrepresented groups on our campus, the UC San Diego Library created a living archive.

It is an alternative way to highlight awareness, provide a space for dialogue, preserve and document the events related to student activism at UC San Diego.

The living archive began with the *Tell Us How UC It* project.

You can begin by viewing OUR STORY above, which has a description of the project, or view each section individually below.

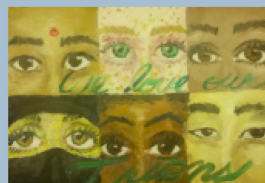
A HISTORY



Presents events and incidents from UC San Diego's history (and in some cases, history in general) that affected the campus climate for students in such a way that they were compelled to act or react.

[VIEW TIMELINE](#)

STUDENT PERSPECTIVES



Creative works by students, during the time of the project, that offer an in-the-moment expression of community sentiments and experiences.

[VIEW CREATIVE WORK](#)

EXHIBIT FEEDBACK



In-the-moment feedback about the exhibit or movement as a whole, whereby preserving real-time responses allows reflections of the past to converge with vital expressions of current sentiment.

[VIEW FEEDBACK](#)

THE PHYSICAL EXHIBIT

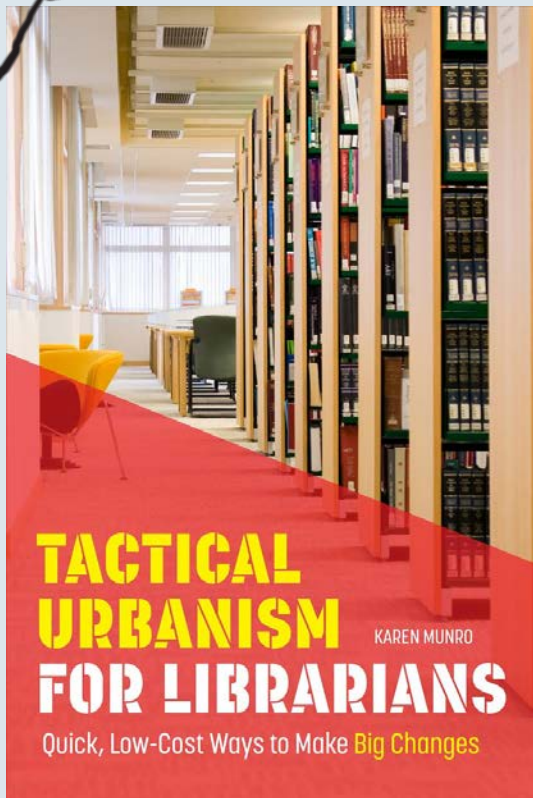


Images of the original temporary exhibit, video of the panel event of former student activists who still work on campus, and materials from the subsequent workshop, From Crisis to Change: How to Organize for Action.

[VIEW THE EXHIBIT](#)



A Critical Perspective

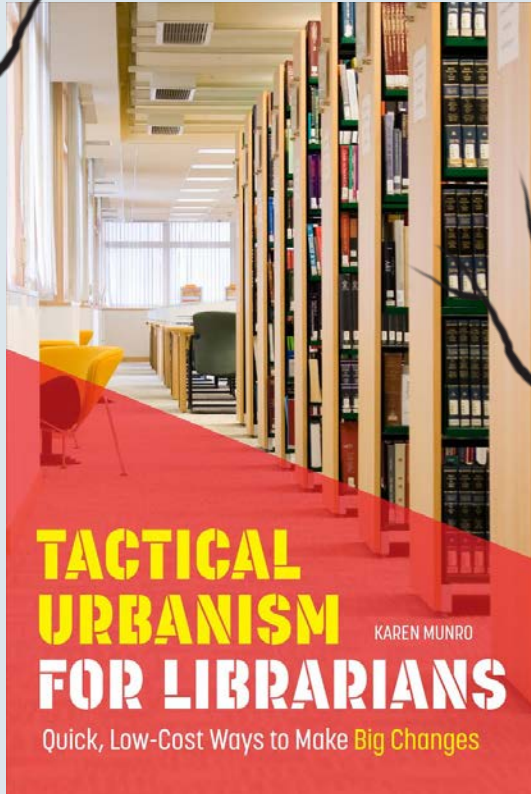


Ingredients for Success

- Understanding of context/need
 - Constraints
 - Goals
 - A team
 - Collaborative design process
 - Creative path for procurement
 - Flexible implementation plan
 - Communications plan
 - Funding
 - Measurement + evaluation
 - Stewardship/Maintenance plan
 - Follow-up
- 



A Critical Perspective



A Climate to Support Change

- Community/Political support
 - Align with community context/need
- Agency leader support
 - Align with institutional and library mission, vision, and goals
- Collaborative process
 - Buy-in
 - Engage stakeholders early



A Critical Perspective

ITERATIVE PROJECT DELIVERY

This chart illustrates the progression of an iterative approach to project delivery. Though not all projects need to follow this exact model, it can be helpful to see how each project phase builds towards the next, using incremental steps to deliver a capital project intended to create lasting change.

				
Project Type (time interval - relative cost)	DEMONSTRATION (1 day - 1 month - \$)	PILOT (1 month - 1 year - \$\$)	INTERIM DESIGN (1 year - 5 years - \$\$\$)	LONG-TERM/CAPITAL (5 years - 50 years - \$\$\$\$)
Project Leaders	Can be led by anyone (city, citizen group, or both)	Government / organizational leadership + involvement required	Government / organizational leadership + involvement required	Government / organizational leadership + involvement required
Permission Status	Sanctioned or unsanctioned	Always sanctioned	Always sanctioned	Always sanctioned
Materials	Low-cost, typically low-durability. Can be borrowed or easily made	Relatively low-cost, but semi-durable materials	Low-moderate cost materials, designed to balance flexibility with maintenance needs	High-cost permanent materials that cannot easily be adjusted
Public Involvement	Public input + public action	Public input, champion engagement, government / organizational stewardship	Public input, government / organizational stewardship	Public input, government / organizational stewardship
Flexibility of Design	High: organizers expect project to be adjusted and removed.	High: organizers expect project to be adjusted; it may be removed if it does not meet goals	Moderate: organizers expect project to be adjusted, but it is intended to remain in place until capital upgrades are possible	Low: project is considered a permanent capital upgrade that is unlikely to be adjusted significantly once installed
Collect data to refine approach for current or future projects?	Recommended	Always	Always	Always - project performance can inform future investments

Terms and diagram format based on People+Orbix's "Quick Builds for Better Streets," which defines the pilot / interim time intervals above as "quick build" projects. To access Quick Builds for Better Streets, visit: bit.ly/QuickBuildsReport (Images: Street Plans).



A FOCUS ON PARTNERSHIPS



#1

Root your project
in community need.





#2



Cultivate collaborations
and coalitions.





#3

Reap the rewards
of intentionality.





#4

Branch out
for further growth.





Think Critically.

- Are there ideas or parts of this model that could apply at your institution?
- What potential collaborators could there be?
- What challenges do you foresee?



Thank you.

Tamara Rhodes
tlrhodes@ucsd.edu


Cristela Garcia-Spitz
cgarciaspitz@ucsd.edu

<http://lib.ucsd.edu/tellushowucit>

<https://standarchives.com/>

Anonymous, "Diversity," *Tell Us How UC It: A Living Archive*, <https://library.ucsd.edu/tellushowucit/items/show/2000>.






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Description of "Reach"

The hands represent the community of UCSD and the impressions I have of UCSD...There are hands reaching out in a friendly, welcoming way; there are closed fists; there are hands pointing at me, to exert pressure or to accuse. The hands are full of color, showing the diversity of the people I have encountered. Their colors blend together.

Cristela:

As questions, conversations, and debates surrounding social justice come to the surface on college campuses around the country, what role do libraries play? This presentation will discuss a project called "Tell Us How UC It: A Living Archive". At the heart of the project was the belief that in our capacity as providers of information, libraries can present a narrative in the hopes of informing their community, starting conversations, and inspiring student action.

Tamara:

Our project took root from the sentiments of students on our campus. Over 2 years, it has become an archival example for other groups on campus, it is gaining a reputation for being a space that captures a history of our campus, and it has grown into an example of how our library is making a commitment to the campus's EDI initiatives. In thinking about this conference's theme, we knew that the foundations of our project itself offered a critical perspective on how we document and archive student voices, but we also took this opportunity to think deeply through each moment of this project to identify why it has thrived within a space that is not only inherently oppressive and structurally unequal as an educational institution, but also more specifically so due to its history.

Our Story: Project Overview



Living Archive Idea:

**Rhodes, T. (2014). A living, breathing revolution:
How libraries can use 'living archives' to support, engage,
and document social movements. *IFLA*, 40(1), 5-10**

- In April 2016, right in the middle of the presidential campaign, as on other campuses, a number of Trump Chalkings appeared on the UCSD campus in multiple places, one of them near Raza Resource Centro, our Chicano campus community center.
- As a response, the Black Graduate Student Association and the Graduate Student Association co-hosted a Race Relations Town Hall, which got us thinking about how we can support our community in this moment.
- It was not the first time the campus was hit with racial incidents. In 2010, there were escalating racist incidents surrounding a fraternity party designated the Compton Cookout, which made national news and prompted a federal investigation.
- Represented "Forgotten history" - nature of college campus within a few years students memory of campus events often fades
- Tamara had previously written about the Living Archive concept. The published paper references The New School and their Occupy Wall Street living archive
- Purpose: Use The New School format for the inclusion of past and historical narratives with present sentiment in the form of creative expression, and then capture up-to-the-minute feedback and commentary as a way for libraries to bridge formats to where all is collected and presented together to establish a particular narrative.
- Perfect for UCSD's climate: forgotten history combined with current sentiment as a point of reflection and topic for discussion



Core Working Group • Job Title • Project Role

Cristela Garcia-Spitz • Digital Initiatives Librarian • Archives & Digital Infrastructure Advisor
Gayatri Singh • Reference & Information Services Coordinator • Liaison Advisor & Coordinator
Tamara Rhodes • Social Sciences Liaison • Project Manager & Designer
Rachel Myers • Library Assistant • Researcher & Copyeditor

Other collaborators: Liaison to campus community centers • Rights Analyst • Library IT Services
• Special Collections & Archives • Campus activists & other community members

We are here as two of the four members of the Tell Us How UC It project.

Core working group: diverse backgrounds in different areas of the library, multi-generational, different skills and perspectives

The development of the living archive required the expertise of and collaboration between multiple people and departments in the library and campus community.

Call for Submissions

- Library Blog
- Jotform + Dropbox

These reoccurring events affect ALL students, underrepresented or not, and demonstrate the need for a conversation about student experiences related to the campus climate at UC San Diego.

Submission Details

Title of Submission

Medium


Medium (if applicable)

Location (if applicable)

Location (if applicable)

Brief bio (maximum 50 words)

Description/Justification of the artwork (maximum 100 words)



LIBRARY BLOG
Blog Home Page

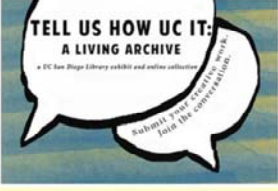
Tell Us How UC It: A Living Archive

"In early February 2010, members of a UC San Diego fraternity held an off-campus party mocking Black History Month. Later that same month at UC San Diego, a noose was discovered in the Geisel Library at the university."

– Campus Climate Project Final Report, March 2014

Most recently, on April 2016, "pro-Trump and anti-Mexican graffiti was seen chalked across Library Walk, campus residential areas and outside the Raza Resource Centre."

– Triton News, April 9, 2016



TELL US HOW UC IT:
A LIVING ARCHIVE

a UC San Diego Library exhibit and online collection

Submit your artwork with
join the conversation

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A living archive is a collection of materials presented in a way that allows for the expression, exhibition, documentation, and preservation of a sentiment or movement in a particular community. This type of "archiving" is living because it is constantly updated with the current climate and consists of all manner of

Initial call for submissions in 2016 on Library's blog, and used jotform/dropbox for submissions

"Pilot project" really experiment and "jumping in!"

Locally developed DAMS and Digital Collections website with formal project proposal process; this project doesn't fit into this model; couldn't even fill out the forms because didn't know types of submission, number of submissions, etc.
Had to plan and think more about how to carry out the project

Set the parameters – highlighted two specific events, and careful about the wording, defined living archive, and highlighted that we were looking for submissions from ALL students. We were hoping to get a range of students perspectives, not just from minority groups, fringe communities, or extreme perspectives

When doing these types of projects, need to think about framing, e.g. "student experiences related to campus climate" not racial incidents on campus, so not to already framing type of response

We did have some requirements – we wanted to focus on current students, original works, and abide by the University's Principles of Community which states principles and values on dignity and diversity, and rejects discrimination.

Pointed to library's resources on copyright (reinforce information available and taught

in the library)

Highlight again “free of bias and hate” looking for constructive dialogue but still mindful that would be in the library, which we emphasize as a place that is welcomed to all.

Finally, we wanted to again point to library resources – Digital media, tech lending program, and digital collections has all the student newspapers digitized, and other collections that we digitized for the university’s 50th anniversary.

Jotform - students filled out form, which became object’s metadata (title, date, description, bio, etc.); upload pdf or image of the creative work

Partnered with faculty/lecturers & We received over 200 submissions.

2016-2017: While a few submissions were gathered through general marketing, a majority came from collaborations with two courses:

- VIS 105A: Drawing
- Culture, Art, and Technology (CAT) 1: Migration Narratives in the Sixth College writing program

The faculty members, Katie Herzog and Amanda Solomon, integrated submitting to the archive into their courses final assignments.

For CAT 1: Migration Narratives, in addition to thinking about how they view the current campus climate, they also responded to the fourth chapter of Angela Kong's dissertation, "Re-examining Diversity Policy at University of California, San Diego: The Racial Politics of Asian Americans".

Image: blog post marketing

<https://libraries.ucsd.edu/blogs/blog/howucit/>

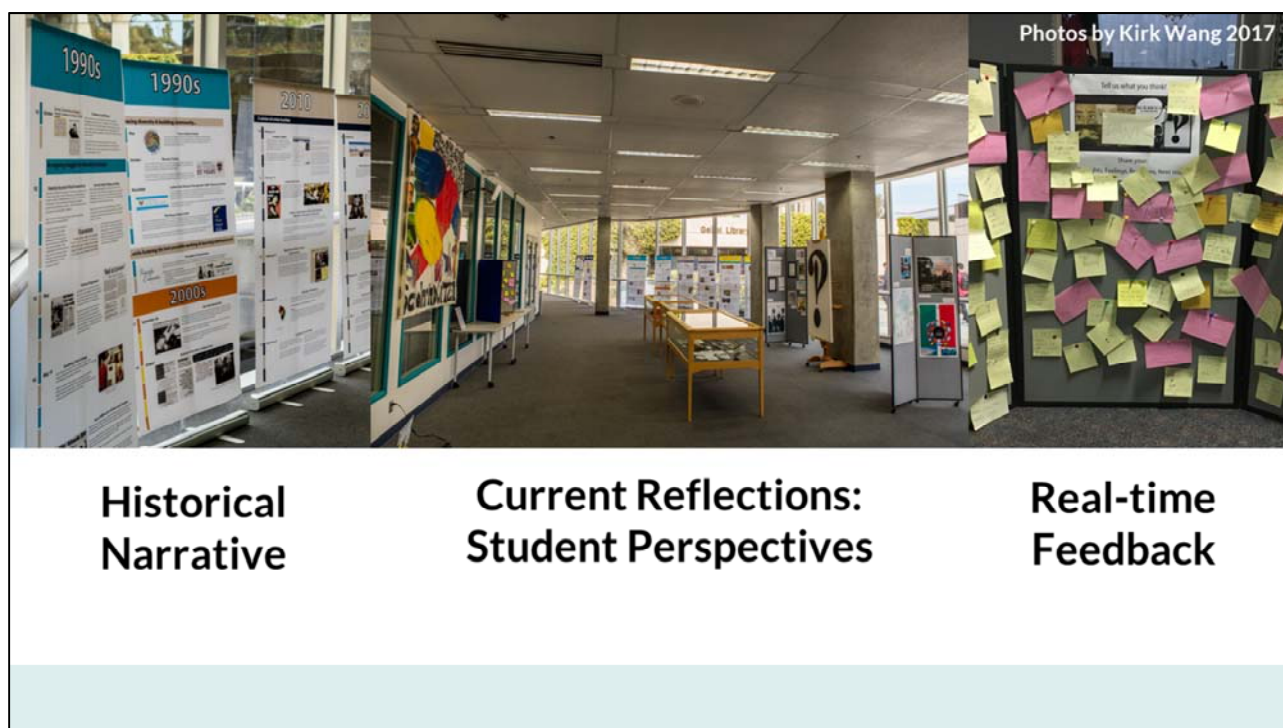


Exhibit Feb-Mar 2017 in the Library with selection of the submissions

- The purpose of this project is to provide the narrative of UC San Diego's history of student activism to foster and contextualize a conversation about the ways students experience UC San Diego's campus climate. The living archive format can be used to support, document, and engage social movements in any community by presenting an historical narrative, featuring community perspectives through all manner of creative work, and including in-the-moment feedback to the theme, event, or topic.
- A way for libraries to bridge formats to where all is collected and presented together to establish a particular narrative.
- Timeline by decade: highlight major events regarding student activism throughout UCSD's history; focus not just on moments of conflict but also progress (creation of cultural centers, Principles of Community); used direct quotes from Student Newspapers
- Real-time feedback include everything

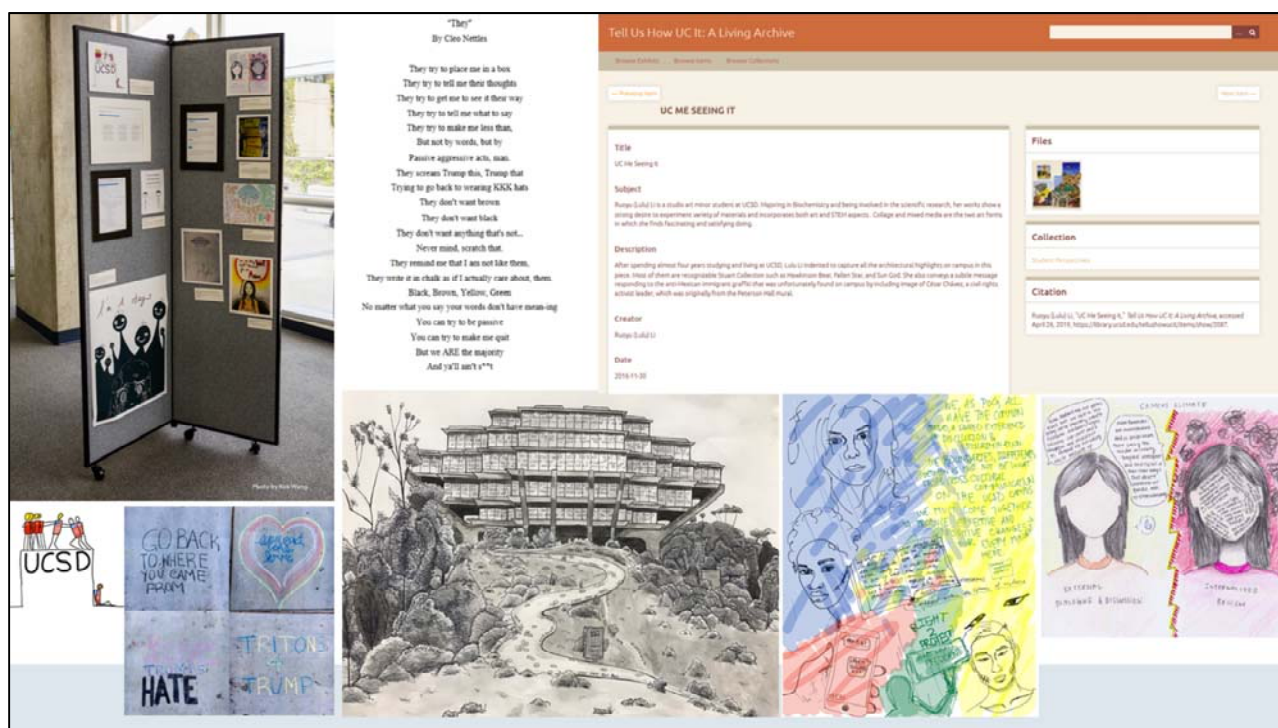
Timeline for Initial 2017 Exhibit



Started planning 9 months out for the initial exhibit

Also had to consider busy start to the Fall Quarter and Holidays

Opening panel that complemented the exhibit and online collection - former students and faculty that were currently or previously involved in student activism on campus



Project approaches/includes critical librarianship: thinking about whose voices are represented in collections/archives; how libraries and librarians aren't neutral and engage in and support social movements in their communities

Student voice have limited representation in our University Archives; exists in student newspapers but limited in structure/format (just quotes)

Cultural change for the Library

Not a typical role for our Library to seek out submissions, gather student work, and engage at that level, so we had to be thoughtful about providing updates and sharing the vision.

We presented the concept but did not have enough information to go through the digital project proposal process. We didn't know how many or what type of submissions we might receive. Made it challenging but also pushed us to work together across library programs with various expertise and technical skills.

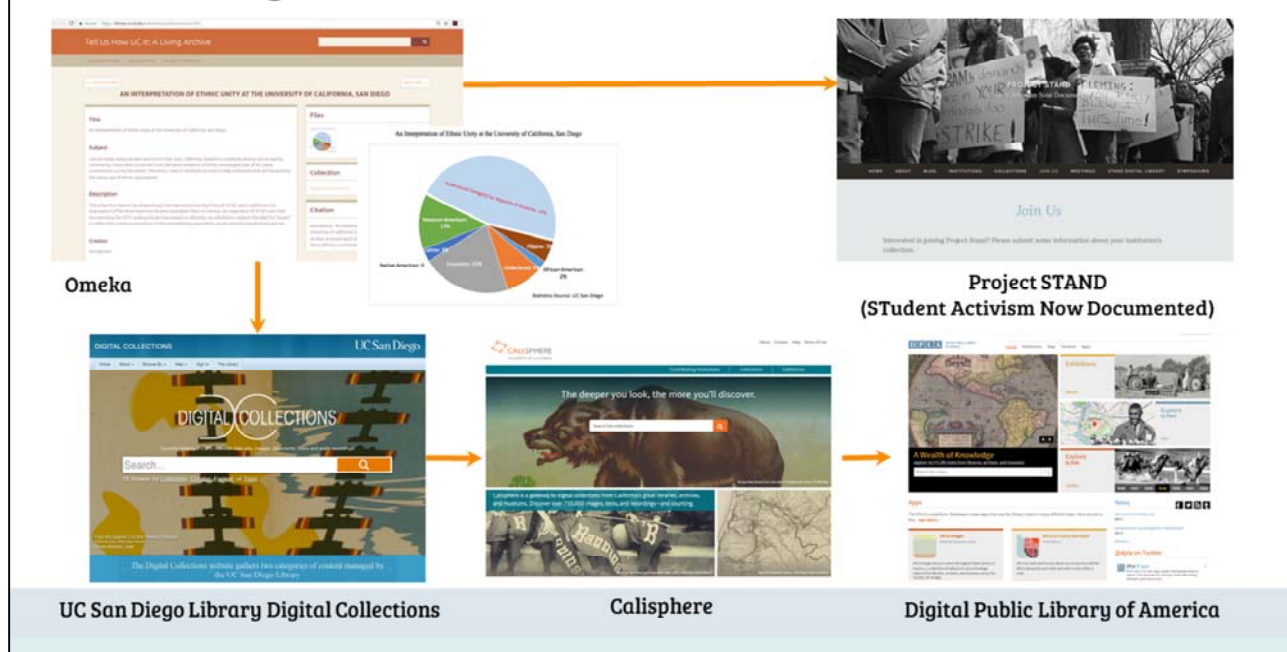
Submissions vary from the very passionate to the i-don't-care. Framing as "campus climate" allowed for a range of voices, some critical and others celebratory. College is often the first opportunity for individuals to live and be exposed to other cultures.

Also had the option to remain anonymous.

Images:

- Kim Luong, "UC Socially Divided?," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2071>.
- Kaitlyn Ritchey, "Mixed Messages," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2067>.
- Connie Mach, "That One Library," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2043>.
- Anonymous, "Loss of Identity," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2016>.
- Anonymous, "The Asian American Experience," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/1989>.
- Ruoyu (Lulu) Li, "UC Me Seeing It," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2087>.
- Nathanael See, "Stuck in the middle," *Tell Us How UC It: A Living Archive*, accessed April 26, 2019, <https://library.ucsd.edu/tellushowucit/items/show/2080>.

Considering Context



Majority of pieces will stand on their own, but for some context will be important.

Tried to present thoughtfully and mindful of greater context.

However hard to do with some objects, Ex: "Interpretation of ethnic unity" - chart

How does this translate online?

creating the content rather than waiting for content to come to us

we have a role and position with resources and know-how to do this

had to be thoughtful in presentation

didn't have the right platform, but had the drive;

Omeka easy to stand-up, hard to maintain

Omeka met with most of our requirements: landing pages, visual, commenting,

Omeka has not been ideal (issues with navigation, searching, everything takes a plugin and plugins aren't well-maintained)

Google analytics - users are going to site, and not going deeper > fix home page but need programmer to do more, navigation, search, etc.

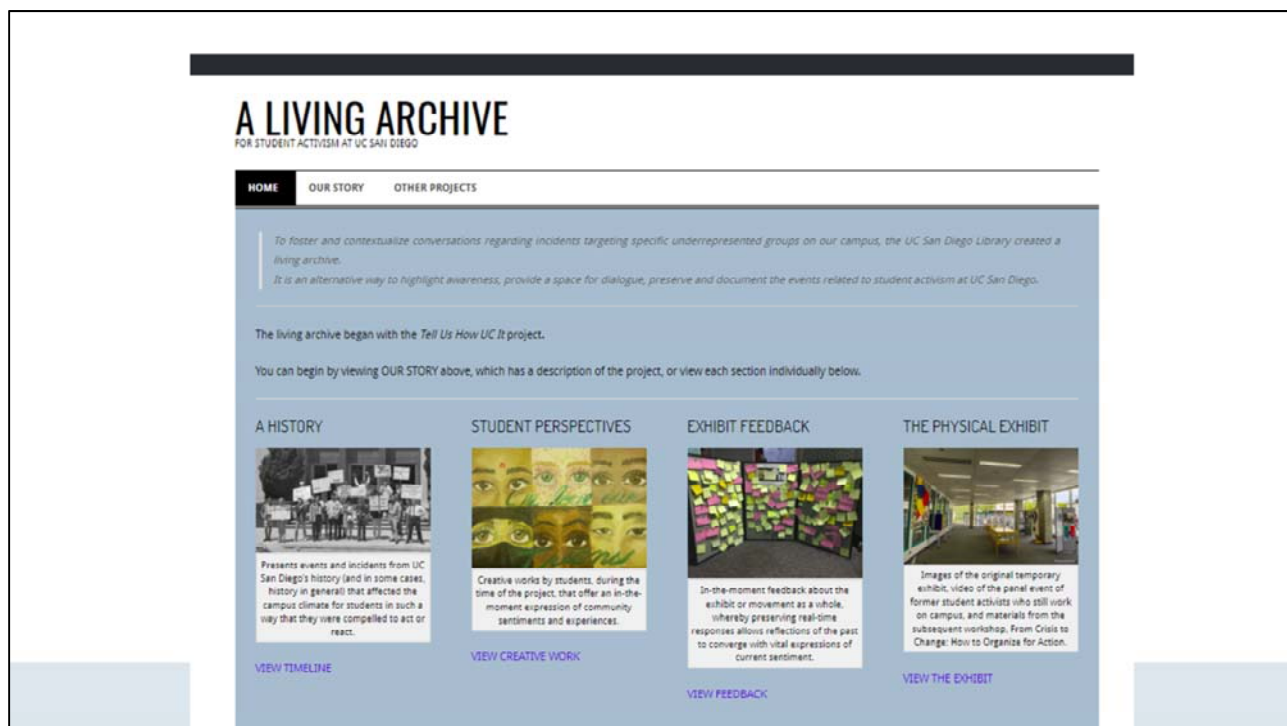
Using Exhibit features to provide a lot of context in Omeka

Will need to consider what needs to travel with the object as it gets aggregated, e.g.

tagged which submission came from a class assignment, so might need to add a note with more information about the course description for those objects.

Established in fall 2016, Project STAND (STudent Activism Now Documented) is a nationwide consortium of more than 40 colleges and universities that is creating an online hub to heighten access to digital and analog archival and historical collections documenting student activism.

Recently received IMLS grant to fund 4 symposiums across the country - one was recently held in Atlanta, upcoming in Rhode Island, next Chicago, and finally Arizona State University



Revamping the website by migrating from Omeka to Knit (Digital Commons in a Box, wordpress based tool); digital objects will be ingested into the Library's digital collections website. Look into adding more features.

It's been work to carry it forward because it is more of a passion project and not a designated part of the job descriptions for the core working group.

Do what you can as you can. We did the 2017 exhibit and then there has been periodic one-shot classes and collaborations. We did another exhibit and film series earlier this year. Plan to work with different student groups in the future.



So Cristela covered how our project itself has offered a perspective on critical librarianship and operating with a social justice lens. But we also wanted to dive deeper and dissect the project to determine where else this critical frame might be present.

A year ago, I came across this book called “Tactical Urbanism for Librarians: Quick, Low-Cost Ways to Make Big Changes. This was after the initial project exhibit was completed and we were starting to see the ripples of its effects. And this book really hit home for me. For me, a large part of being critical is to break down these structures and barriers that uphold an unequal environment.

Part of the summary of this book reads: “Tactical urbanism, a global grassroots movement to improve cities by and for the people who live in them, has applications that are tailor made for libraries.”

The reason why this book was so transformative for me is because within the components of this movement, I saw elements of our project plan. We accidentally created our project in a way that aligns with this movement that seeks to “improve cities by and for the people who live in them...”

One of the areas in which it can be seen is in the book’s “ingredients for success.”

Understanding of context/need: Cristela spoke about why we even started the project.

It came from sentiments that were spoken about on campus.

Constraints, Goals, A team: we formed this team and the first things we did was talk about what we wanted, what might be a factor that it wouldn't happen.

Collaborative design process, creative path for procurement, communications plan: we all met with each other regularly to discuss how this could come into being, but we also pulled in some influential and knowledgeable people on campus. We also came up with creative ways to design and communicate our project so that it didn't hit the barriers that might be put up. I used to say that we found ways around things, but I think that pulls up short of what we actually did. We were very strategic about language, who we got involved in the project and when...

Flexible implementation plan and funding: from the beginning, we planned with the idea that we would use resources we already had and we would need to be flexible in case things came up

Measurement & evaluation, Stewardship/maintenance plan, follow-up: We are now in this stage, thinking through where we'd like this to go based on the interest that has come up from others on campus



Another element that stood out from this book was how to create a climate to support change; how to create your climate of support. Again, it turned out that we had some of these elements as well:

- Once again, and it bears repeating because it is so essential to a project like this, align with the community, so align with a community contact or head

Agency leader support: For us, we aligned our project with our institutional and library mission, vision, and goals. The project started as something a course was using and it was built into their assignment, which instruction is something we do. I was actually a temporary instruction librarian when I started the project, so it was in line with my job responsibilities. Then when I became a subject librarian, not only could I align it with instruction, but also it became an outreach tool, so it didn't matter if it was specifically my departments or not. Now, we found out recently, on our campus, each unit is required to produce a report on what they're doing to support the campus EDI goals and our UL used our project as an example. So now it's firmly a part of that library goal, which offers us some stability and support. We plan to use that soon to level up.

Lastly, the collaborative process: do this early and often to gain buy-in across the institution. It's also incredibly important to communicate with others in a way they understand and a way that matters to them. That takes some time and research into what their goals might be.

A Critical Perspective

ITERATIVE PROJECT DELIVERY

This chart illustrates the progression of an iterative approach to project delivery. Though not all projects need to follow this exact model, it can be helpful to see how each project phase builds towards the next, using incremental steps to deliver a capital project intended to create lasting change.



Project Type (time interval - relative cost)	DEMONSTRATION (1 day - 1 month - \$)	PILOT (1 month - 1 year - \$\$)	INTERIM DESIGN (1 year - 5 years - \$\$\$)	LONG-TERM/CAPITAL (5 years - 50 years - \$\$\$\$)
Project Leaders	Can be led by anyone (city, citizen group, or both)	Government / organizational leadership + involvement required	Government / organizational leadership + involvement required	Government / organizational leadership + involvement required
Permission Status	Sanctioned or unsanctioned	Always sanctioned	Always sanctioned	Always sanctioned
Materials	Low-cost, typically low-durability. Can be borrowed or easily made.	Relatively low-cost, but semi-durable materials	Low/moderate cost materials, designed to balance flexibility with maintenance needs	High-cost permanent materials that cannot easily be adjusted
Public Involvement	Public input + public action	Public input, champion engagement, government / organizational stewardship	Public input, government / organizational stewardship	Public input, government / organizational stewardship
Flexibility of Design	High: organizers expect project to be adjusted and removed.	High: organizers expect project to be adjusted, it may be removed if it does not meet goals	Moderate: organizers expect project to be adjusted, but it is intended to remain in place until capital upgrades are possible	Low: project is considered a permanent capital upgrade that is unlikely to be adjusted significantly once installed
Collect data to refine approach for current or future projects?	Recommended	Always	Always	Always - project performance can inform future investments

Terms and diagram format based on People's Office's "Quick Builds for Better Streets" which defines the pilot / interim time intervals above as "quick build" projects. To access Quick Builds for Better Streets, visit: <http://bit.ly/QuickBuildsReport> (Google Street View)

Lastly, there's the way we rolled out the project. In Tactical Urbanism, the iterative approach can be key and it just so happens that this is the approach we took.

Demonstration: In the first few days and months, we were unsure as the project took shape. It was very flexible because we had to be ready for any challenges that might come. We also had to create proposals and run it by many people. Collecting data to refine the approach - in the very beginning, I set up an extensive project page where I kept track of everything, we had task lists, who we contacted and their contact information. I wanted it all documented in case any barriers presented themselves. I also kept emails from folks who gave us permissions for things and those who emailed any support of the project.

Pilot: then we started to gain a lot of momentum by saying that this project had a beginning and an end goal, which was the exhibit and panel. We regularly called it a pilot. It was low-cost, we used resources we already had (a digital exhibit platform, we had a poster printer and paper), so those are also semi-durable things we created that could last after the pilot. We started to gain champions in the courses we worked with and the campus folks who helped out.

Interim Design: Now we are in the interim design phase. It's been 2 years since that

first exhibit and we're becoming a part of more courses, so we have a semi system of operation now where we lend out the timeline banners and we updated the timeline to the current year and try to match the exhibit to whatever community event we're a part of.

Long-term: is what we're working towards. We're redoing our website to be more user friendly, we're ingesting the collection into our digital collections rather than just on the collection site. We are also thinking about more durable paper for the banners and again, now that it's aligned with our library's EDI initiatives, how we can use that to get more funding, etc.



Tamara:

Lastly, the piece that we really wanted to highlight in thinking about how our project aligns with critical thinking of librarianship is our partnerships and show how being this frame was really crucial to our project thriving.

#1 Root your project in community need.



Cristela

#1. Make sure the project has roots in something relevant

Community/user-specific need -driven project based on what was happening on campus

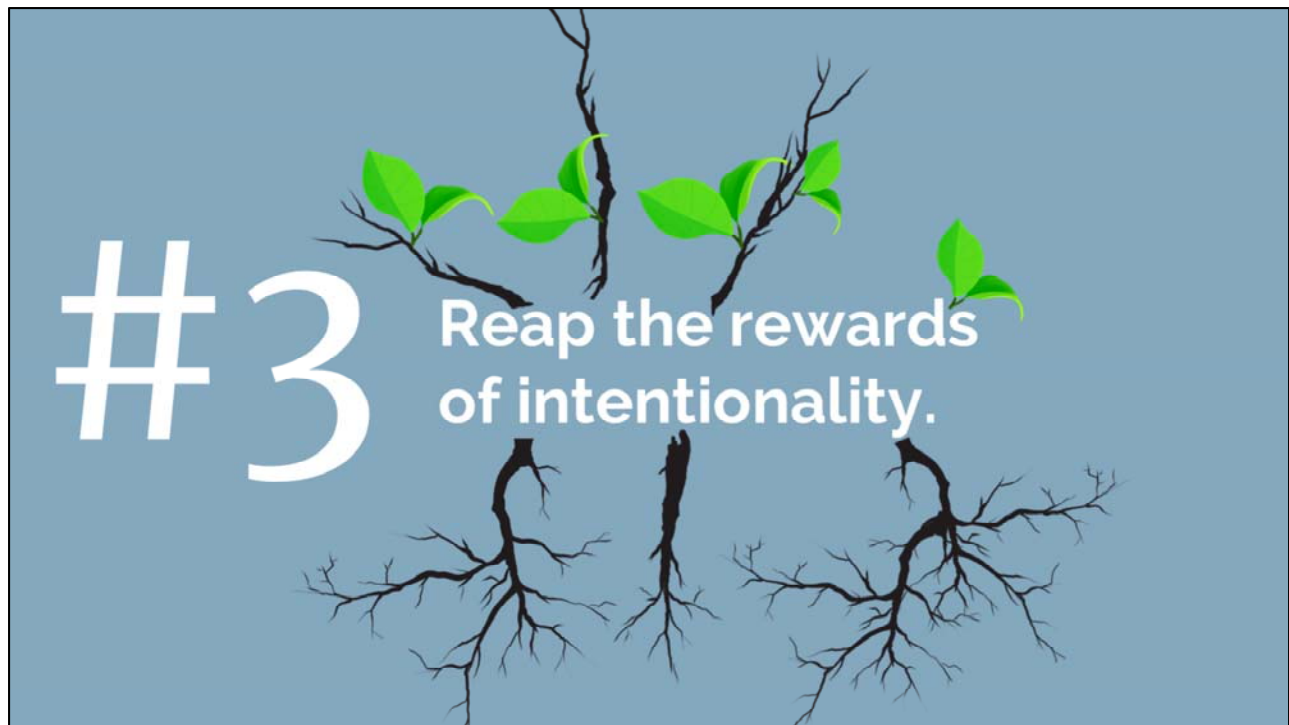
Also tied in current political atmosphere and there were courses being taught around issues of social justice and activism



Cristela

#2. Nothing will happen if no collaboration and coalition building:

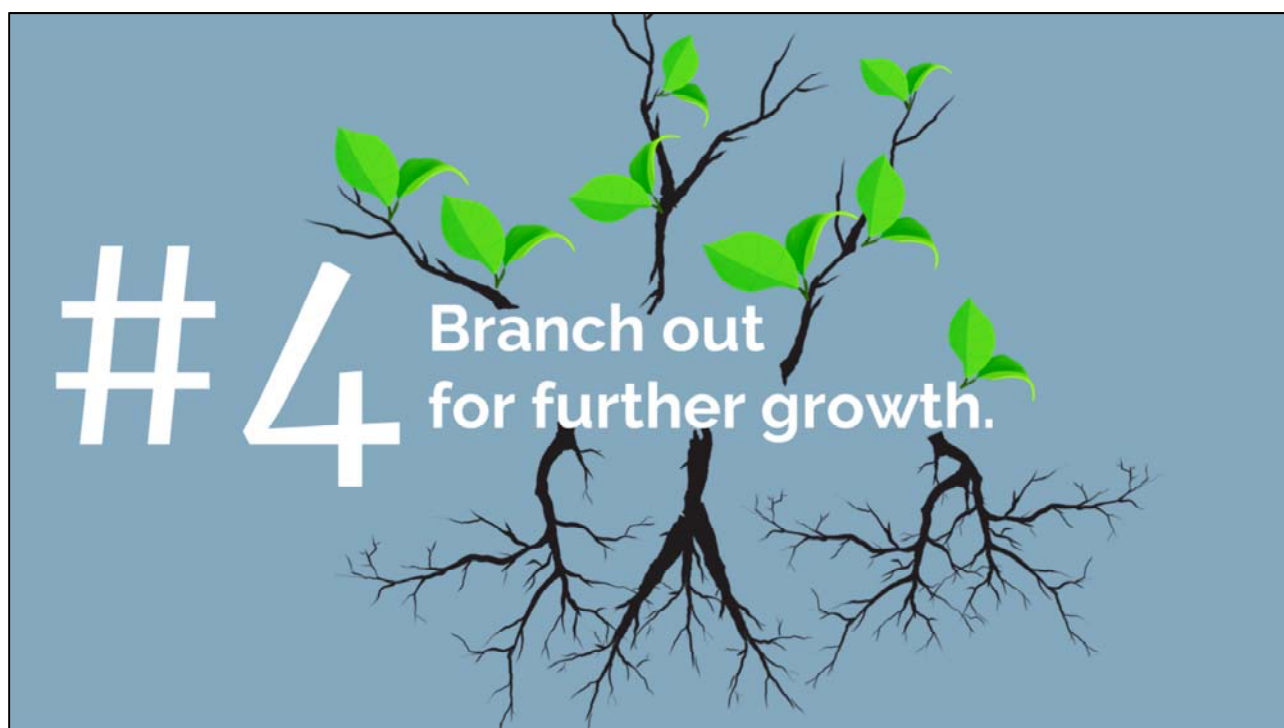
- Initial partnerships - CAT course-related, initial advisor (long-term faculty)
 - Put out seeds to other subject librarians, blog
 - VisArts course
 - Panel and bringing together various folks and reached different communities on campus



Tamara

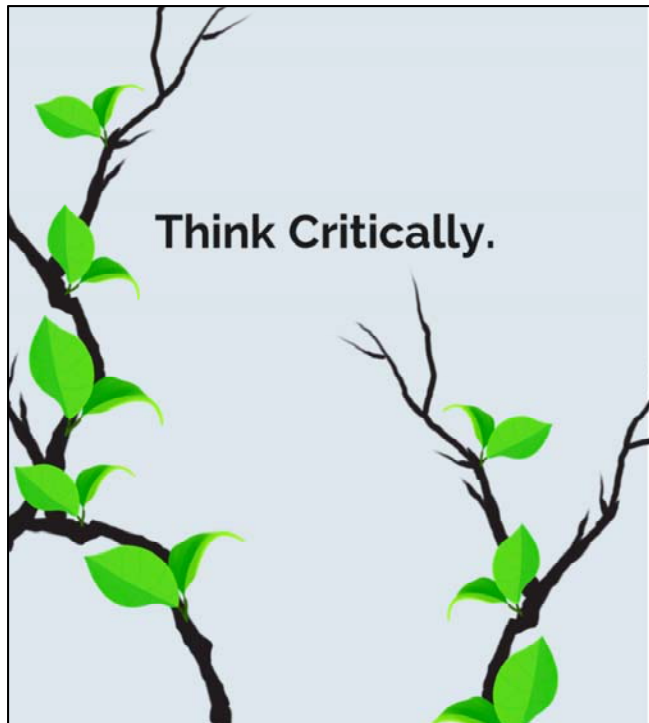
Because we were intentional with our collaborations and coalitions, so many more opportunities came out of it.

- UCSA workshop
 - A panel of former student activists, who now work on campus, accompanied the opening of the exhibit.
 - Responding to concerns expressed by students who attended the panel discussion, the project partnered with the Organizing Director of the University of California Student Association to host a workshop entitled "From Crisis to Change: How to Organize for Action" for the Teaching + Learning Commons' Supporting Leadership in Innovation, Creativity and Entrepreneurship (SLICE)
- More classes have integrated the Living Archive exhibit into their assignments.
 - 2 Anthropology courses - one was Black Lives Matter where we discussed the difficulty of finding information
- The timeline was included in Resident Advisor training for TMC.
- The timeline was used in the Anthropology Department's Teaching Assistant training to prepare them to teach Diversity, Equity, and Inclusion courses.
- The Triton, a student newspaper, reviewed the exhibit.
- Since February 2017, the online archive has received over 7,900 individual page views.
- Tell Us How UC It was mentioned in American Libraries, and in an article in the Journal of American Ethnic History
- This kind of acknowledgement from outside groups also provides legitimacy to the project.



And now we're taking those rewards from that intentionality and we're branching the project out.

- We just did an exhibit in collaboration with the Graduate Student Association for the 75th anniversary of Brown v Board of education. We used the timeline of student activism to speak to the fact that though this landmark decision was made, there are still some inequities in education.
- Also, one of my departments, human developmental sciences, was celebrating the creation of the first equity and inclusion specialization for their major. So we used this same exhibit again and for the feedback piece, we engaged folks with a prompt asking how they felt about the EDI initiatives on campus.
- Most recently, the banners also branched out and instead of being used for RA training for one college, they were used as part of an Equity-minded training for RAs in all 6 of our colleges.



Think Critically.

- Are there ideas or parts of this model that could apply at your institution?
- What potential collaborators could there be?
- What challenges do you foresee?

Think/pair/share exercise

Thank you.

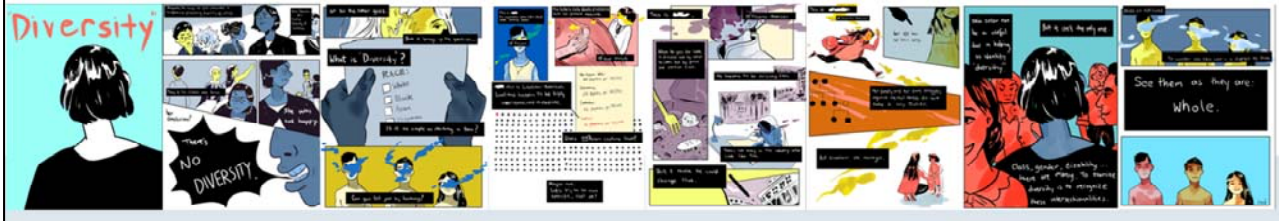
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<http://lib.ucsd.edu/tellushowucit>

<https://standarchives.com/>

Anonymous, "Diversity," Tell Us How UC It: A Living Archive, <https://library.ucsd.edu/tellushowucit/items/show/2000>.



Thank you!

- All the artwork featured in the presentation is from the 2017 exhibit.
- The quality of the creative work by the students and the community engagement made it worthwhile project and has inspired us to do more.